

REVIEW CHECKLIST

TITLE I, PART A RANKING REPORT FOR 2014-2015

District _____
 Consultant _____
 Date Completed _____

Discuss anything you are not sure about or need additional information on with the Branch Manager before contacting the District Coordinator. Each question must be answered **YES** or **NA** in relation to the particular item on the Title I District Ranking Report. If the answer is **NO**, work with the Coordinator to correct the minor item(s) on the report. Assist the coordinator in finding the information in the *Ranking Report Directions* and/or *Title I, Part A Handbook*

Check here if the district has a total enrollment of less than 1,000 children or has only one school per grade span. It is not required to rank schools for eligibility purposes or to allocate funds to schools in rank order, nor does the rule of serving schools above 75% poverty at the highest per pupil rates apply. The charts on the Ranking Report must still be completed for the schools, and funds must be allocated to schools. Mark the applicable questions NA.

WORKSHEET 1 – DISTRICT SET-ASIDES FOR 2014-15			
	Yes	No	NA
1			At the top of Worksheet 1, is the name of the district listed?
2			At the top of Worksheet 1, is the name of the Title I coordinator listed?
3			At the top of Worksheet 1, is the final regular 2014-15 allocation listed? (Check the district's award notification for the amount of the award.)
4			At the top of Worksheet 1, if the district transferred funds into Title I from other federal funds, is the amount listed? (A district may transfer up to 100% of Title II, Part A).
5			If the district serves any school below 35%, is the number of low-income students from Worksheet 2 entered for determining the formula? The total of Col. 3(a) from Worksheet 2 must be used if "enrollment" is checked. The total of Col. 3(a) + the total of Col. 3(b) must be used if "attendance area" is checked. The minimum per pupil amount must be calculated before funds are set-aside at the district level. This does not apply to districts with less than 1,000 students or one school per grade span.)
6			<p>Homeless - In Columns (2) and (3), are there sufficient funds allocated to provide comparable services to homeless students attending schools not served by Title I, including providing educationally related support services to children in shelters and does the description specifically describe the comparable services? The services must be comparable to those provided to children in Title I schools. (This is a must for districts with non-Title I schools and optionally to supplement Title I schools. The amount is in addition to the McKinney-Vento grant.) Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutoring, before and after school and/or summer school programs in addition to ESS services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. Be sure to let principals of non-Title I schools know that the funds are available for students that become homeless during the school year. <u>If all schools are served by Title I, funds are not required to be set-aside. However, a description must be included to describe the educational services that are being provided</u> above the Title I services (i.e. FYRSC, community grants, state/local funds).</p>

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	Yes	No	NA	
7				<p>McKinney-Vento Grant - In Columns (2) and (3), if the district receives a McKinney grant, does the amount in the homeless set-asides include the amount that was in the grant application and does the description indicate that the funds will be coordinated with the McKinney grant to address the educational needs of homeless children and will coordinate with housing agencies for schoolwide programs? (This is a must for districts with a McKinney-Vento Grant and <u>only applies to districts receiving the competitive grant</u>. Check Ranking Report Directions for districts and amounts. If the amount is less, check with the district coordinator to see if there is a viable reason for a lower amount and if the amount has been discussed with the district coordinator of the homeless program.) Check with Mary to see if the described uses match the approved McKinney-Vento application.</p>
8				<p>Locally Operated Neglected Institutions - In Columns (2) and (3), if the district has a locally operated neglected institution(s), have funds been set aside for the institution(s); is the amount reasonable to provide comparable services; is the description specific; and does the description include the name of the institution and the services provided? (This is a must on Ranking Reports for districts with locally operated neglected institutions. Check Ranking Report Directions for neglected institutions and amount generated. The district is not required to set-aside the entire amount generated for the institution.)</p>
9				<p>Locally Operated Delinquent Institutions - In Columns (2) and (3), if the district has a locally operated delinquent institution(s) and chooses to set-aside funds, is the amount reasonable to provide supplemental funds to Title I, Part D, Subpart 2; is the description specific; and does the description include the name of the institution and the services provided? (This is a may on Ranking Reports for districts with locally operated delinquent institutions.)</p> <p>As defined under Sections 1411 and 1432 of the ESEA,</p> <ul style="list-style-type: none"> ★ a delinquent institution is “a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision” ★ a community day school program is “a regular program of instruction provided by a State agency at a community day school operated specifically for neglected and delinquent children and youth”; and ★ a State agency is “an agency of State government responsible for providing free public education to children in institutions for children who are neglected or delinquent, in community day programs for children who are neglected or delinquent, and in adult correctional institutions.” Neither the Kentucky Department of Education (KDE) nor a district is considered to be a State agency. <p>This set-aside cannot be used to supplement a district's alternative education program. These types of alternative programs can be served with a school allocation on Worksheet 2.</p>

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	Yes	No	NA	
10				Parent involvement - In Columns (2) and (3), have funds been allocated for parent involvement requirements, and are activities/initiatives for parent involvement described including the amount and are equitable services offered to parents of Title I students in private schools? (This is a must for some districts. 1% of the district's Title I, Part A allocation is required for districts that have an allocation exceeding \$500,000. 95% of the 1% must be distributed to Title I schools. Parent liaisons may be included. A proportionate amount of the 1% must be used for parent involvement for parents of participating private school students. Even though districts with an allocation of \$500,000 or less are not required to set aside any funds from any source, they must meet the parent involvement requirements. The description should indicate that parent involvement requirements will be met through coordination with other programs.)
11				PD for Highly Qualified Staff - In Columns (2) and (3), have funds been allocated for professional development requirements to ensure teachers in public programs supported with Title I funds that are not highly qualified become highly qualified? (This is a must on Ranking Report if the district has teachers in public programs supported by Title I funds that do not meet certification requirements. 5% of the district's Title I, Part A allocation is required unless a lesser amount is sufficient.) If all teachers meet the state definition of highly qualified, no funds must be set-aside and expended. <u>If all staff are "highly qualified", it must be stated in the description.</u>
12				PD (not required) - In Columns (2) and (3), if the district allocated funds for professional development that is not required, is the amount in addition to the requirements for Highly Qualified Staff; will the PD impact all Title I schools; and are equitable services offered to private school teachers with Title I students? (This is a may for all districts on Ranking Reports. Stipends, books, substitute teachers, registration, Reading Recovery training, etc. for PD may be included for Title I and classroom instructional staff at Title I schools only . If PD for private school teachers of Title I students is not listed, contact the coordinator to discuss equitable services. The PD may vary to meet the needs of the Title I schools and private school staff.)
13				Financial Incentives for Focus and Priority Schools - In Columns (2) and (3) is the amount not more than 5% of the Title I district allocation and does the description indicate that financial incentives and rewards will be used to attract and maintain qualified and effective teachers in Title I Focus and Priority Schools? (This is a may for districts with Focus and Priority Schools.)
14				Optional School Transfer Funding - A district may reserve up to 20% of its Title I, Part A allocation to continue or to offer school transfer for students attending Title I schools, to offer a tutoring program for students attending Title I schools, or a combination of school transfer or tutoring. In Column (2), does the amount of funding allocated for transfer and tutoring equal no more than 20% of the district's allocation? In Column (3), is there a description of the services to be offered and that they are for Title I students only?
15				Optional Tutoring Funding - A district may reserve up to 20% of its Title I, Part A allocation to continue or to offer school transfer for students attending Title I schools, to offer a tutoring program for students attending Title I schools, or a combination of school transfer or tutoring. In Column (2), does the amount of funding allocated for transfer and tutoring equal no more than 20% of the district's allocation? In Column (3), is there a description of the services to be offered and that they are for Title I students only?

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	Yes	No	NA	
16				School Extension Programs(s) - In Columns (2) and (3), is the amount for school extension programs (before and/or after school programs, summer school and inter-session for Title I schools) reasonable for the grant amount and is the description specific? (This is a may for all districts. If funds are not sufficient to adequately provide services to all Title I schools, then the district may set limits or priorities such as serving the highest poverty schools or the most at-risk students. The funds must be in addition to and do not replace state Extended School Services.) Has the private school equitable amount been calculated and the private school identified?
17				Preschool Programs - In Columns (2) and (3), is the amount for preschool programs reasonable for the grant amount and is the description specific? (This is a may for all districts. The district may serve eligible preschool students in district as a whole or a portion of the district. There is no set percent or ratio for district set-asides, but suggestions may be made. The description must clearly show that Title I funds are in addition to and do not replace state funds for preschool programs.)
18				ELL- In columns (2) and (3), is the amount reasonable for the grant amount and is the description specific? (This is a may for all districts. The district may provide supplemental services or materials for ELL students in Title I schools only.)
19				Assessments - In columns (2) and (3), is the amount for assessment programs reasonable and is the description specific? (This is a may for all districts; however, the description must clearly state that this is supplemental and assessments are only purchased for Title I schools. If money is set-aside in this category, check with the district to ensure they are not purchasing assessments for non-Title I schools with local and state dollars, as this may be considered supplanting. This reservation must be for assessments over and above those required by the state.)
20				Administrative Costs - In Columns (2) and (3), are the costs to administer the Title I program reasonable for the grant amount and is the description specific? (This is a may for all districts. Administrative costs may include: salaries and fringe benefits with percent of time for a Title I coordinator, Title I bookkeeper, and other appropriate staff; administrative supplies, printing, and postage; Title I portion of the Single Audit for districts expending \$500,000 in all federal funds per year.)
21				Administrative Costs - In Columns (2) and (3), if indirect cost is listed as an administrative cost to defray costs incurred by the board of education in the implementation of the Title I program, is the calculation formula followed? (Total allocation minus equipment (\$5,000 or more per unit) multiplied by the district's restricted indirect cost rate? With the exception of one or two large districts, no other administrative costs other than the Title I coordinator's salary and fringe benefits can be charged as direct costs. The district must maintain documentation in the district office.)
22				Administrative Costs - In Columns (2) and (3), if excess costs of maintenance and operation of plant are listed as an administrative cost to defray excess costs of operating and maintaining Title I classrooms or other space required in conducting a Title I program, does the amount seem reasonable for the number of schools served and is the description specific? (Excess costs of maintenance and operation of plant cannot be charged for schoolwide programs. Space in a targeted assistance school that has prorated use may not be charged to Title I. Call and remind the coordinator that worksheets and supporting documentation must be maintained in the district office for audits. See sample exhibit in handbook.) This is rarely claimed.

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	Yes	No	NA	
23				Substitutes for Title I Staff – In Columns (2) and (3), are the salaries for substitutes for sick and personal leave for Title I funded staff listed? (This is a may for all districts. Substitutes for professional development should be listed under Professional Development. If the district picks up this cost in its general funds, this should be indicated in the description.)
24				Sick Leave for Retiring Title I Funded Staff - In Columns (2) and (3), if funds are allocated for 30% sick pay toward retirement (only for districts with Title I staff retiring this year), is the amount calculated correctly and does the description indicate that the amount is to cover the number of years the Title I funded staff has been with Title I? (This is a may for all districts. The district should show the calculation based on the prospective retirees. Verify with the district coordinator that there is documentation of the number of years with Title I.)
25				Variations in Personnel Costs - In Columns (2) and (3), if funds are allocated to cover variations in personnel costs such as seniority pay differentials or fringe benefit differentials, is the amount reasonable and is the description specific? (This may be used only if schools are similar in terms of number of low-income students and type of instructional program but need to spend different amounts due to the salary and fringe benefit costs of the staff providing the service. Only the differences may be covered in the district set-asides, not the complete salary)
26				Other - In Columns (2) and (3), if there are any other costs and descriptions, are they allowable set-asides? (YOU MUST CHECK WITH THE BRANCH MANAGER BEFORE APPROVING THIS CATEGORY.) It is rare to find allowable set-asides that do not fit into the previous categories. District set-asides must not be used to benefit one school over another.)

WORKSHEET 2 – Ranking of Public Schools for Eligibility & Selection

Note: Kentucky's approved NCLB waiver permits an LEA to serve a Title I-eligible high school with a graduation rate below 60% and that is identified as a Priority School out of rank order, even if that school has a lower poverty rate than other Title I-participating schools. If the district is taking advantage of this waiver provision, schools should continue to be listed in descending rank order. Additional eligibility status codes have been added to designate such schools.

	Yes	No	NA	
27				Is attendance area or enrollment selected? (Public school attendance area means counting all children that live in the geographic area of the school even if the children attend another public or private school. Enrollment figures may be used instead of attendance area figures. Public school enrollment means counting only the children enrolled at the school on the date the low-income measurement is taken. A district must use attendance area for all schools or enrollment for all schools. Preschool students cannot be included in the total number of students and cannot be included in the number of low-income students.)
28				Is the low-income measure selected? (Census data, direct certified counts, free and reduced meals, TANF, Medicaid, composite. For mixed CEO districts, multiple income measures may be selected.)
29				Is the date of the low-income measurement listed? (The date may be any time during the 2013-14 school year and must be the same for all schools.)

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30				In Column (1), are all public schools listed in descending order by the percent of low-income from Column (4)? (Check list of schools to make sure that all public schools are listed. Private schools are not listed in Column [1]. Preschool centers are not listed in Column [1] under any circumstances. An alternative school is not listed in Column [1] unless the district plans to serve the school as a separate entity.
31				In Column (2), is the total number of students residing in each attendance area or school enrollment specified?
32				<p>In Column (3a), is the number of low-income students in the public attendance area or enrolled in the public school listed? If a district chooses to use 1.6 multiplier to calculate the low-income students in a CEO school and this results in a decimal number, the decimal should be included in the low income column and the number should not be rounded.</p> <p><i>Note: Under direction from the U.S. Department of Education, if a district decides to use the 1.6 multiplier for determining the number of low-income students, it is allowable for the low-income figure to exceed the school's enrollment, effectively calculating a ranking percentage that exceeds 100%. However, when determining school allocations, per pupil amounts may only be multiplied by a figure not to exceed the school's total enrollment. Allocations cannot be calculated using a low-income count that is larger than the total enrollment. Question 20 of "The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended", found here, provides additional information on this issue.</i></p>
33				In Column (3b), if attendance area is used, is the number of low-income students in the public attendance area that attend private schools listed?
34				In Column (3c), if enrollment is used, is the number of low-income students from the private schools that will be served listed?
35				In Column (4), are the percentages of low-income students correct? (Verify that the formula has calculated the percentages correctly.)
36				In Column (5), is eligibility status code 1 used for schools above 75% low-income?
37				In Column (5), if eligibility status code 2 is used, are the schools ranked by the district as a whole (not by grade span), at or above the district average, and are the per pupil amounts in Column (6) the same or in descending order for the schools?
38				In Column (5), if eligibility status code 2X is used, are the schools ranked by the district as a whole (not by grade span), at or above the district average, and is the school being served out of rank order, which it is eligible for because it: a) is eligible to receive Title I funds; b) has a graduation rate of 60% or below; and c) is identified as a Priority School?
39				In Column (5), if eligibility status code 4 is used, are the schools ranked by the district as a whole (not by grade span), are they below the district average but at or above 35%, and are the per pupil amounts in Column (6) the same or in descending order for all schools?
40				In Column (5), if eligibility status code 4X is used, are the schools ranked by the district as a whole (not by grade span), below the district average but at or above 35% and is the school being served out of rank order, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?

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	Yes	No	NA	
41				<p>In Column (5), if eligibility status code 3 is used, are the schools above the district average and ranked by grade span in order to not serve middle or high schools or to give the middle or high school(s) a lower per pupil amount than the elementary schools and are the per pupil amounts in Column (6) the same or in descending order within the grade span?</p> <p>(For schools at or below 75% low- income, if the district decides not to serve the middle/high schools or to give the middle/high schools a smaller per pupil amount than the elementary schools, then eligibility status code 3 is used for all of the elementary schools and middle/high schools at or below 75% low-income and above the district average.)</p>
42				<p>In Column (5), if eligibility status code 3X is used, are the schools above the district average and ranked by grade span in order to not serve middle or high schools or to give the middle or high school(s) a lower per pupil amount than the elementary schools? Is the school being served out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p> <p>(For schools at or below 75% low- income, if the district decides not to serve the middle/high schools or to give the middle/high schools a smaller per pupil amount than the elementary schools, then eligibility status code 3 is used for all of the elementary schools and middle/high schools at or below 75% low-income and above the district average.)</p>
43				<p>In Column (5), if eligibility status code 5 is used, are the schools below the district average but at or above 35%, ranked by grade span in order to not serve middle or high schools or to give the middle or high school(s) a lower per pupil amount than the elementary schools, and are the per pupil amounts in Column (6) the same or in descending order within the grade span?</p> <p>(If the district decides not to serve the middle/high schools or to give the middle/high schools a smaller per pupil amount than the elementary schools, then eligibility status code 5 is used for all of the elementary schools and middle/high schools below the district average but at or above 35%.)</p>
44				<p>In Column (5), if eligibility status code 5X is used, are the schools below the district average but at or above 35% and ranked by grade span in order to not serve middle or high schools or to give the middle or high school(s) a lower per pupil amount than the elementary schools? Is the school being served out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p> <p>(If the district decides not to serve the middle/high schools or to give the middle/high schools a smaller per pupil amount than the elementary schools, then eligibility status code 5 is used for all of the elementary schools and middle/high schools below the district average but at or above 35%.)</p>
45				<p>In Column (5), if eligibility status code 6 is used, are the schools' percents of low-income at or above the grade span average instead of the district average and are the per pupil amounts in Column (6) the same or in descending order within the grade span?</p>
46				<p>In Column (5), if eligibility status code 6X is used, are the schools' percents of low-income at or above the grade span average instead of the district average? Is the school being served out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p>

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	Yes	No	NA	
47				<p>In Column (5), is eligibility status code 7 used to show that the school is served by feeder pattern?</p> <p>(The numbers and percent used in the chart must be based on the feeder pattern so that the school is ranked by that percent. Actual numbers and percent are written on the line below chart. There must be sufficient information attached to show the appropriate and correct use of the feeder pattern.)</p>
48				<p>In Column (5), is eligibility status code 7X used to show that the school is served by feeder pattern? Is the school being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p> <p>(The numbers and percent used in the chart must be based on the feeder pattern so that the school is ranked by that percent. Actual numbers and percent are written on the line below chart. There must be sufficient information attached to show the appropriate and correct use of the feeder pattern.)</p>
49				<p>In Column (5), if eligibility status code 8 is used, is the percent of low-income students enrolled in the school equal to or greater than the percent of students in a participating school attendance area?</p> <p>(Enrollment is used to serve this school when attendance area is checked in Column (1) and used for the other schools. The number and percent based on enrollment are recorded in the chart. The actual number and percent of low-income children in the attendance area is shown on the lines below the chart.)</p>
50				<p>In Column (5), if eligibility status code 8X is used, is the percent of low-income students enrolled in the school equal to or greater than the percent of students in a participating school attendance area? Is the school being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p> <p>(Enrollment is used to serve this school when attendance area is checked in Column (1) and used for the other schools. The number and percent based on enrollment are recorded in the chart. The actual number and percent of low-income children in the attendance area is shown on the lines below the chart.)</p>
51				<p>In Column (5), if eligibility status code 9 is used, is the school not currently eligible (below 35% low-income or below the district average) but is being served because it was eligible and served for the 2013-14 (prior) year?</p> <p>(Check the Ranking Report for 2013-14 on the I-Drive to ensure that the school was eligible and served. If the school was coded as a 9 in 2013-14 and continues to not be eligible, it cannot be served in 2014-15.)</p>
52				<p>In Column (5), if eligibility status code 9X is used, is the school not currently eligible (below 35% low-income or below the district average) but is being served because it was eligible and served for the 2013-14 (prior) year? Is the school being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School?</p> <p>(Check the Ranking Report for 2013-14 on the I-Drive to ensure that the school was eligible and served. If the school was coded as a 9 in 2013-14 and continues to not be eligible, it cannot be served in 2014-15.)</p>

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53				In Column (5), if eligibility status code 10 is used, is the school not eligible? (A school is not eligible if it is below 35% when the average is above 35% or if it is below the district average when the average is below 35%.)
54				In Column (5), is a zero (0) placed in front of an eligibility status code to indicate that the school is eligible but is not served? (For example, code 03 shows that grade span grouping was used in order to not serve the middle or high schools that are at or below 75%.)
55				In Column (6), if any school served <u>has less than 35% low-income</u> , is each per pupil amount equal to or greater than the minimum per pupil amount calculated using the 125% rule? (The calculation for the 125% rule is on Worksheet 1 of the Ranking Report. This is not required for a district with less than 1,000 students or only one school per grade span or that serves schools that are 35% or above.)
56				If eligibility status code 1 is used to show that the schools are above 75% low-income, are the per pupil amounts in Column (6) the same or in descending order for the schools?
57				In Column (7) are the allocations correct? The allocation for each school served is calculated by multiplying the number of low-income students in Column 3 by the per pupil amount in Column 6. The number of low-income private students is not included when calculating the allocation using enrollment figures. If using the CEO calculation causes the low income count to be larger than the total enrollment, the formula is set to calculate the allocation based on the total enrollment. Allocations cannot be calculated using a count that is larger than the total enrollment.
58				Does the total for Column (7) on Worksheet 2 + the total for Column (4) on Worksheet 5 equal the Total for Public & Private School Services?
Worksheet 3-Summary of Schoolwide Programs				
<i>Note: Kentucky's approved NCLB waiver permits an LEA to operate a schoolwide program in a school with less than 40% poverty. To be eligible to take advantage of this waiver provision, the school must: a) be identified as a priority or focus school and b) must be implementing interventions aligned with turnaround principles or interventions that are based on the needs of the school's students. Schools that qualify and are taking advantage of this waive should be included on this worksheet</i>				
	Yes	No	NA	
59				<p>In Column (1), are only the public schools that are schoolwide programs (SWP) listed, and are they eligible to be SWP?</p> <p>(As long as a school is served by Title I, it can remain a SWP even if its percent of low-income drops below 40%. A new SWP that is below 40% on Worksheet 2 can be made eligible to be SWP by using a different method. The other methods are: different low-income measure; different date than the regular measure; feeder pattern; operated SWP last year; received waiver. The actual number and percent of poverty students is used on the chart for serving and allocating funds to the school. The method and percent of low-income must be explained on the line at the bottom of the chart.</p> <p><i>Note: Kentucky's approved NCLB waiver permits an LEA to operate a schoolwide program in a school with less than 40% poverty. To be eligible to take advantage of this waiver provision, the school must: a) be identified as a priority or focus school and b) must be implementing interventions aligned with turnaround principles or interventions that are based on the needs of the school's students. Schools that qualify and are taking advantage of this waiver should be included on this worksheet.)</i></p>

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	Yes	No	NA	
60				<p>In Column (2), are the numbers of Title I funded teachers, Title I funded paraeducators, and Title I funded "Other" listed?</p> <p>(Title I funded staff do not have to be the ones delivering the services. The district must document that Title I funds supplement general funds by ensuring that the state staffing formula has been followed. Staff may be listed to two decimal places.)</p>
61				<p>In Column (3), does the description of the SWP include all of the following: the instructional area(s) of need, including the gap areas; ad description of how the entire school will address the areas(s) of instructional need by grade level; a description of school reform strategies that will be used and levels of interventions that will be implemented for students not meeting achievement standards.? Is the job title for "Other" listed if applicable and does the position address identified needs? The description should not list the job duties for the Title I funded staff.</p> <p><i>Note: If the district is serving a school that is below 40% poverty as a schoolwide program, please note that in the description. To be eligible to take advantage of this waiver provision, the school must: a) be identified as a priority or focus school and b) must be implementing interventions aligned with turnaround principles or interventions that are based on the needs of the school's students.)</i></p>
WORKSHEET 4 – Summary of Targeted Assistance Programs				
	Yes	No	NA	
62				In Column (1), are only the public schools that are targeted assistance schools (TAS) listed?
63				<p>In Column (2), are the number of Title I teachers, Title I paraeducators, and Title I "Other" listed?</p> <p>(Title I staff must provide Title I services to identified students. The district must document that Title I staff provide services that supplement the regular instructional program. Staff may be listed to two decimal places.)</p>
64				<p>In Column (3), does the description of Title I supplemental services include all of the following: the instructional area(s) of need, including the gap areas; a description of the Title I supplemental services provided by each Title I funded teacher, Title I funded paraeducator, and/or "other" Title I funded staff that address the identified needs for Title I participants by grade level? Is the job title for "Other" listed if applicable and does the position provide additional services for Title I participants?</p> <p>(In a TAS Title I must provide extra instructional assistance in the identified area(s) of need for Title I participants identified through objective criteria. The description must list supplemental services provided by the Title I staff and address identified needs for identified children.)</p>
Worksheet 5 – Title I Services to Private School Students				
	Yes	No	NA	
65				In Column (1), are only the private schools (including home schools) with students participating in Title I listed?

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TITLE I, PART A RANKING REPORT FOR 2014-2015

	Yes	No	NA	
66				<p>In Column (2), is the number of low-income private students from each participating public school attendance area/school listed?</p> <p>(If enrollment was used to determine public school eligibility, the number of low-income private students should match the number in Column (3c) on the ranking of public schools chart. If attendance is used, the number of low-income private students should match the number in Column (3b) on the ranking of public schools chart.)</p>
67				<p>In Column (3), is the per pupil amount the same as the per pupil amount for the respective public school?</p> <p>(The per pupil amount must be the same as the public school per pupil amount that the child would have attended.)</p>
68				<p>In Column (4), is the amount allocated for services to private school student correct? Is the private school(s) being served listed?</p>
69				<p>In Column (5), are the numbers of Title I teachers and/or Title I paraeducators listed?</p> <p>(If a paraeducator is listed without a teacher, contact the coordinator. Paraeducators must be under the direct supervision of a public school teacher.)</p>
70				<p>In Column (5), does the number of staff seem appropriate for the number of students served? (There is no requirement relative to the ratio, but suggestions may be made.)</p>
71				<p>In Column (6), is the objective criteria that the district used to select students for Title I services listed?</p> <p>(In consultation with private school officials, the district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and within the eligible group, which children will be served. See the Title I Handbook for examples.)</p>
72				<p>In Column (7), does the description of Title I services to eligible private school students include all of the following: the Title I extra assistance provided in a pull-out setting to Title I participants, during school hours or outside school hours, and the grade levels for each service at each school?</p> <p>(The description may be the same for all schools served. If no staff is listed, make sure the coordinator understands that service or PD for teachers must be provided. Title I cannot give materials only to a private school.)</p>
73				<p>Is the chart at the bottom of Worksheet 5 completed to ensure consultation with private school officials during the design and development of the district's Title I program?</p> <p>(A line must be completed for each participating private school. Verify with the district that signatures are on file in the district Title I office.)</p>